CITY OF OAKLAND – OAKLAND PUBLIC LIBRARY

81ST AVENUE BRANCH: BUILDING PROGRAM

CHAPTER 3: GENERAL REQUIREMENTS OF THE LIBRARY BUILDING

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81ST AVENUE: BUILDING PROGRAM

CHAPTER 1: INTRODUCTION

The Project Scope

The proposed 81st Avenue Branch is an exciting first for the Oakland Public Library system, promising a significant impact on the lives of children, teens and adults in an area of the City that is underserved, economically disadvantaged, diverse in population and with poorly performing schools.

It is the first joint venture project with the Oakland Unified School District (OUSD), the first large Community Branch built as part of the implementation of the draft Master Plan, the first library designed for new models of service, and the first to be designed from a comprehensive Community Library Needs Assessment (CLNA), conducted over an 18 month period.

The library will be both a public library and the school library for two small autonomous schools within OUSD with which it will share a campus. It will be part of a multi-purpose facility that also includes multi-purpose space for OUSD. The entire facility will be approximately 28,800 square feet, with 21,000 square feet dedicated to the co-located library.

Background

The new 81st Avenue Branch will be part of the Oakland Public Library that serves the City of Oakland and the cities of Emeryville and Piedmont through 15 branches, a bookmobile, a Main Library and the African American Museum and Library of Oakland. This will be the 16th branch. Its service area includes both its local neighborhood and the larger and underserved East Oakland community. The local neighborhood includes four census tracts—4088, 4093, 4094 and 4095. As a large Community Branch it will also supplement the collections, spaces and services of three small branches in the area. The larger community service area includes seven more census tracts—4088, 4090, 4091, 4092, 4096, 4103 and 4104.

During the Community Library Needs Assessment, some characteristics of the neighborhood surrounding the 81st Avenue site and the larger East Oakland community were identified that will affect the services needed and the building plan:

- The area residents are considerably younger than those in other parts Oakland. Almost 35% of the population is under 18, compared to 25% for the entire City. The median age in the primary service area ranges from 25.2 to 27.7 compared to Oakland's 33.3.
- The adult literacy level in the entire City is relatively low. Approximately 38% of adult residents read at "Level 1". Almost one-fourth of the residents have less than a 9th grade education (23.89%).
- The area is poor. The per capita income in the area is lower than that of Oakland as a whole, which is significantly lower than either the state or nation. Per capita income ranges from $9,545 to $15,228 compared to Oakland's $21,936. Looking at the various

census tracts in the service area, as many as 29.9% of the families are living in poverty. In this low income area many are unemployed, particularly men.

- The median value for homes in the area is less than half that of the City as a whole—with a range of $116,100 to $131,400 compared to Oakland's $235,500. The housing stock is old, with some homes well cared-for and others in disrepair.
- The area is in transition demographically. Historically the population has been African American. It is now experiencing a growing influx of Latinos, which now comprise 41% of the larger population. This is compared to 21.9% for the entire city of Oakland. A full 39% of residents speak Spanish as their primary language at home and almost 30% of the residents speak English less than well.
- The school achievement in the area is low. The truancy rate is 60-70%; only 24% of Castlemont High School students entering the school four years ago graduated.
- There is no center to the community, no place that residents gather. This area is not truly a community with a sense of identity; it is more a geographic area. It is not "organized" except through the Neighborhood Crime Prevention Councils (NCPC) of which there are four that border on this service area. There are no local clubs or community service organizations. There are service agencies.
- There are a number of problems in the area, including loitering, prostitution, drugs and drug dealing, illegal dumping, and loud music. There are no markets within walking distance. Residents use small markets or go out of the area to shop.
- The average household size is large than that for Oakland as a whole-3.27-3.96 persons per household compared with 2.6 for the entire City. Many households include more than one family or extended families.
- There are many self-raised children.

The Need

The needs in this community for library services are great. Many people are living at the survival level. Others are well established and are interested in general library service. The specific library needs of the community were identified through a comprehensive Community Library Needs Assessment conducted by the project consultants over a period of 18 months. Information was gathered through surveys, interviews, focus groups, and general community meetings. The library service needs are summarized below.

Collections
There is a need for a generous collection to provide local service and to back up the collections of the three small neighborhood branches nearby. The draft Master Plan recommends 65,000 books and audio-visual items for a large Community Branch; this branch will house a collection of that size. It will include Spanish language materials for children and adults to meet the needs of the many recent immigrants from Latin America. English language materials will be in a wide range of reading levels to match the skills of residents with limited English proficiency and those with limited education. There will an emphasis on life-skills materials, including job information for the large segment of the population that is unemployed. Large print and audio materials will be provided for the large number of disabled and local seniors.

Seating
There is a need for a variety of seating. The many students need tables to do homework assignments (there is little room in their crowded homes), teens need teen-friendly and enticing

seating, families need places to read together, and some adults want a quiet area with comfortable seating, where they can read without interruption. The draft Master Plan recommends 90-110 seats. The library will have 111, with additional seats provided in the Café, Children's 1st Floor Multi-Purpose Room, teen carpeted steps, and group study rooms for special purpose.

Technology
The need for public access computers was the one most expressed by all segments of the community. Local residents have modest incomes and few have home computers. The library will provide multi-functional computers throughout the library. The draft Master Plan recommends 50-60 for a large Community Branch. This library will have 60.

Another important need is computer training. The two local schools need a Computer Lab for training K-5 students on the use of the computer. Adults and senior adults want and need computer classes, ranging from use of the mouse to more complex business applications. The Computer Lab for children, with instruction provided by District staff, will be supplemented through the use of the Classroom or Community Room for adult computer classes.

Meeting Rooms
Community service organizations, the library and the schools all envision the Library/Schools complex as a community asset, with meeting room space for community meetings, the classes requested by parents, library educational or cultural programs, and school activities geared for the community. Meeting Rooms of various sizes are needed, from the school's 250 person Multi-Purpose Building to the library's small group study room seating 6.

Special Purpose Spaces
A number of special needs were identified during the CLNA that have space implications, including a Teachers' Resource Room, a place for those with disabilities to use adaptive equipment, play space near the preschool area, a place for tutors and students to work together privately, a place for students to work on homework with staff assistance, a space for classes to view media presentations, and a café with vending machines

Services/Programs
While collections are very important, services are almost more important in this community. The needed services include homework assistance, basic literacy tutoring, after school and summer programs, early literacy programs, reading enrichment and incentive programs, information literacy instruction, programs for adults dealing with life skills, ESL and citizenship classes, family programming, etc.

The Plan of Service

Based upon needs identified in the CLNA, a series of library service responses were prioritized for the new library. The priority service goals for the 81st Avenue Branch Library are:

- Strengthen Library Services in Underserved East Oakland
- Support Formal Learning
- Empower Residents through Technology
- Encourage Lifelong Learning for Residents of All Ages
- Provide Resources and Services for Special Needs

- Establish the Library/School Complex as the Community Gathering Place
- Introduce Effective and Efficient Library Operations

These services were described in the *Library Plan of Service* document, and are translated into spaces for a new facility in this *Building Program*.

Site Selection

The proposed site was selected for the new library for a number of reasons. There was interest on the part of both the City and the District to explore a joint venture co-located public/school library partnership. This particular site is in an area of the City (East Oakland) that is underserved, as determined by the draft Master Plan of the Oakland Public Library system. The site was owned by the District and was already being developed for two small elementary schools and a shared school library, and there was sufficient land for a large Community Branch to be included. Community members and groups, the District and City officials supported the site and the project fully. Located within the Coliseum Redevelopment Area, the site qualifies for redevelopment funding.

The Schedule
The project timeline will span three years and is keyed to the securing of state bond funds.

ACTIVITY	DATE
Planning and Land Use Permits Obtained	N/A
Site Acquired	-
Schematic Plans Completion	12/01/04
Design Development Plans Completion	03/01/05
Working Drawings (90%) Completion	07/01/05
Construction Documents Completion	09/02/05
Project Advertised for Bid	10/01/05
Start of Construction	12/01/05
Estimated Mid-Point of Construction	09/01/06
Completion of Construction	06/01/07
Opening of the Library Building to the Public	07/01/07
Final Fiscal & Program Compliance Review Completed	08/01/07

Relationship of the Library Building Program to the Architectural Design Process

The building program is designed to translate the library service needs and plan of service into physical space. It guides the architect in designing the building in a number of ways:
- It defines the scope of the proposed project and expectations for the project, defines constraints, and provides a context for the project.
- It provides general requirements for the design in order to meet local preferences and design criteria.
- It defines the function and the size of each service space, including furnishings, equipment and shelving needed to deliver the services.

- It provides the specific requirements of each space for such elements as communications, acoustics, finishes, etc.
- It defines adjacencies of spaces to optimize service.
- It documents the thinking that went into the space allocation
- It estimates a percentage of gross square feet that will be non-assignable space, set aside for circulation, restrooms, hallways, utility rooms, wall thickness and entry spaces.

The design of the library is an iterative process. During the course of design, the architect recommends revisions to the building program consistent with the function and services to be provided, as design opportunities present themselves, unexpected constraints are uncovered or economies of space are introduced.

Roles and Relationships of Library Building Team Members

The 81st Avenue Branch Library of the Oakland Public Library is a joint venture involving the City of Oakland and the Oakland Unified School District. The Library is the lead agency. Planning for the project involved two teams that met regularly during the planning process.

Project Working Group

Throughout the planning process, a Project Working Group directed the work and shepherded the 81st Avenue project. The Project Team included library administrators and staff, the project manager from the City's Public Works Agency, the architects and planners and the library consultant. All worked together to outline the planning process, identify persons and organizations for interviews and focus groups, provide statistical and other community information and review the results of the needs assessment as they were documented. They were members of the Project Management Team for the Master Plan for the whole of the OPL system, and so could keep the project consistent with the emerging plan for the system. Key members and their responsibilities included:

Carmen Martinez, Library Director
Provided overall direction and vision for the project, representing the project to the Mayor, City Council and other city department managers.

Gerard Garzon, Administrative Librarian
Managed the project for the library, interfacing with the OUSD, Council Office staff and community leaders and organizations; made presentations to both community and political groups

Julie Odofin, Director of Branches
Provided information on branches and the community served by the proposed library, provided a system-wide perspective and, as a long-term administrator, provided the useful "institutional memory"

Mary Weinstein, Senior Librarian
Coordinated the community interviews, focus groups and community meetings, and served as a liaison between the Working Group and other OPL staff; as former staff for the Oaklanders Assistance Program, provided contacts with service providers

Calvin Hao, Project Manager with Public Works

Managed the contract with the consultants, provided contacts with other City department managers as needed, provided information on the methods required by the city for various activities, managed the project timeline

Group 4 Architecture Research + Planning
Conducted community interviews, focus groups and community meetings in conjunction with the Library Consultant. Authored the draft Master Plan, and prepared the conceptual design and cost estimates for the 81st Avenue Branch Library. Principal participants were David Schnee, Dawn Merkes, Joanne Heinen and Kari Holmgren.

Leslie Nordby, Library Consultant
Conducted community interviews, focus groups and community meetings in conjunction with Group 4 to identify community needs; created the Community Library Needs Assessment, Library Plan of Service and Building Program documents.

Project Design Team
As the 81st Avenue Branch Library project began to emerge as a potential new library, the Project Working Group was expanded to include additional library staff and representatives from the OUSD. This team worked primarily to clarify the needs of residents and define services for the new library, based upon the needs assessment data and the fact that the library will also serve as the school library for two small elementary schools with which it shares a campus. They also reviewed the design concepts and service concepts. The key members of this group included:

Library Staff
- Dana Heidrick, Senior Librarian for Collection Development
- Leslie Rodd, Administrative Librarian for Programs
- Jan Wiggins, Supervising Librarian for the area that includes the proposed site
- Anthony Bernier, Teen Services Coordinator
- Ja-Lih Lee, Children's Services Coordinator
- Amy Apel, Supervising Librarian for Computer and Technical Services

OUSD Staff
- Helen Duffy, Principal of the ACORN Woodland Elementary School
- Tram Nguyen, Appointed Principal for EnCompass Academy Elementary School
- Monika Zawkiewicz, Teacher with Encompass Academy
- Atheria Smith, Coordinator, OUSD Facilities Planning and Management
- Meredith Brown, Attorney for OUSD

This Building Program is arranged in five chapters. This introduction to the project is Chapter 1. Chapter 2 includes information about the proposed collection, including the distribution of collection segments and shelving requirements. Chapter 3 includes the general requirements for the building, both exterior and interior; it also includes a master list of furniture and equipment and the preliminary project budget. Chapter 4 describes the relationships between the spaces of the library. Chapter 5 provides a summary of library spaces as well as a description of each space, with its function and physical requirements outlined.

CATEGORY Subcategory Volume Type	Percent of Collection	Projected Total	Percent in Circulation	Projected Volumes on Shelf	Volumes/ Linear Foot
Adult/Young Adult	**45.62%**	**29,650**	**23.04%**	**22,820**	**12,19**
Audio Book Cassette					
Audio Book Cassette	0.46%	300	30.00%	210	10
Audio Compact Disc (CD)					
Audio Compact Disc (CD)	0.77%	500	50.00%	250	25
Browsing					
New Books	0.35%	226	50.00%	113	8
New Books (Face Out)	0.04%	24	0.00%	24	1
DVD					
DVD	0.77%	500	40.00%	300	25
Fiction					
Fiction	7.69%	5,000	20.00%	4,000	8
International Languages					
Spanish Language	7.92%	5,150	45.00%	2,833	8
Large Print					
Large Print	0.31%	200	5.00%	190	8
Literacy					
Literacy	0.92%	600	20.00%	480	24
Non-Fiction					
Non-Fiction	18.46%	12,000	15.00%	10,200	8
Paperbacks					
Paperbacks	2.54%	1,650	0.00%	1,650	16
Reference					
Reference	0.31%	200	0.00%	200	6
Video Cassette					
Video Cassette	0.46%	300	40.00%	180	10
Young Adult					
Teen Audio Compact Disc (CD)	0.46%	300	0.00%	300	10
Young Adult	1.85%	1,200	30.00%	840	12
Young Adult Paperbacks	2.31%	1,500	30.00%	1,050	16
Children/Juvenile	**54.38%**	**35,350**	**28.87%**	**25,145**	**16.13**
Audio Cassette					
Juvenile Audio Book Cassette	0.38%	250	25.00%	188	10
Audio Compact Disc (CD)					
Audio Compact Disc (CD)	0.54%	350	35.00%	227	25
Children's Easy Readers					
Children's Easy Readers	3.81%	2,476	30.00%	1,733	20
Children's New Books					
New Books (Face Out)	0.04%	24	0.00%	24	1

Children's Paperbacks

Children's Paperbacks	3.85%	2,500	25.00%	1,875	16

Children's Picture Books

Children's Picture Books	9.23%	6,000	50.00%	3,000	20
Children's Spanish Language Picture Books	4.00%	2,600	40.00%	1,560	33

Children's Reference

Children's Reference	0.46%	300	0.00%	300	8

Children's Spanish Language

Children's Spanish Language	4.62%	3,000	0.00%	3,000	20

DVD

DVD	0.54%	350	40.00%	210	25

Juvenile Fiction

Juvenile Fiction	8.15%	5,300	25.00%	3,975	13

Juvenile Non-Fiction

Juvenile Non-Fiction	17.23%	11,200	25.00%	8,400	13

Media Kits

Media Kit (Audio Cassette W/ Book)	0.46%	300	40.00%	180	12

Parent/Teacher Books

Parent/Teacher Books	0.54%	350	25.00%	263	8

Video Cassette

Video Cassette	0.54%	350	40.00%	210	10

Totals:	**100.00%**	**65,000**	**26.21%**	**47,965**	**14.1**

CATEGORY Subcategory Volume Type	Percent of Collection	Projected Total	Percent in Circulation	Projected Volumes on Shelf	Volumes/ Linear Foot
Adult/Young Adult	<u>90.48%</u>	<u>95</u>	<u>0.00%</u>	<u>95</u>	<u>1</u>
Current Magazines					
Current Magazines	57.14%	60	0.00%	60	1
Current Newspapers					
Current Newspapers	4.76%	5	0.00%	5	1
Young Adult Current Magazines					
Young Adult Current Magazines	28.57%	30	0.00%	30	1
Children/Juvenile	<u>9.52%</u>	<u>10</u>	<u>0.00%</u>	<u>10</u>	<u>1</u>
Children's Current Magazines					
Children's Current Magazines	9.52%	10	0.00%	10	1
Totals:	<u>100.00%</u>	<u>105</u>	<u>0.00%</u>	<u>105</u>	<u>1</u>

TYPE

CATEGORY Volume Type Shelving Type	Projected Volumes on Shelf	Volumes/ Linear Foot	SHELVING UNIT QTY	SqFt/ UNIT	TOTAL SqFt
Book					
ADULT/YOUNG ADULT	**22,820**	**12.2**	**--**	**--**	**1,574**
Audio Book Cassette 42" Aisle DF 66"H Steel Shelving W/ 10 Shelves	210	10	1	20	20
Audio Compact Disc (CD) CD-ROM Rotor Tower SF 66" Shelving Unit	250	25	1	12	12
DVD DVD Rotor Tower SF 66" Shelving Unit	300	25	1	12	12
Fiction 42" Aisle DF 90"H Steel Shelving W/ 14 Shelves	4,000	8	12	20	240
Large Print 42" Aisle DF 66"H Steel Shelving W/ 8 Shelves	190	8	1	20	20
Literacy 36" Aisle SF 66"H Steel Shelving W/ 5 Shelves	480	24	2	12	24
New Books 42" Aisle DF 66"H Steel Shelving W/ 8 Shelves	113	8	1	20	20
New Books (Face Out) 36" Aisle SF 66"H Steel Shelving W/ 5 Shelves	24	1	2	12	24
Non-Fiction 42" Aisle DF 90"H Steel Shelving W/ 12 Shelves	10,200	8	36	20	720
Paperbacks Paperback Rotor Tower DF 66" Shelving Unit	1,650	16	3	18	54
Reference 36" Aisle SF 45"H Steel Shelving W/ 3 Shelves	200	6	4	12	48
Spanish Language 42" Aisle DF 66"H Steel Shelving W/ 10 Shelves	2,833	8	12	20	240
Teen Audio Compact Disc (CD) Audio CD Rotor Tower SF 66" Shelving Unit	300	10	2	12	24
Video Cassette Video Cassette DF 66" Shelving Unit W/10 Divider Shelvs	180	10	1	20	20
Young Adult 42" Aisle DF 66"H Steel Shelving W/ 8 Shelves	840	12	3	20	60
Young Adult Paperbacks Paperback Rotor Tower DF 66" Shelving Unit	1,050	16	2	18	36
CHILDREN/JUVENILE	**25,145**	**16.1**	**--**	**--**	**1,530**
Audio Compact Disc (CD) CD-ROM Rotor Tower SF 66" Shelving Unit	227	25	1	12	12
Children's Easy Readers 42" Aisle DF 45"H Steel Shelving W/ 4 Shelves	1,733	20	8	20	160

TYPE

CATEGORY Volume Type Shelving Type	Projected Volumes on Shelf	Volumes/ Linear Foot	SHELVING		TOTAL SqFt
			UNIT QTY	SqFt/ UNIT	

Book

CHILDREN/JUVENILE	25,145	16.1	--	--	1,530
Children's Paperbacks Paperback Rotor Tower SF 66" Shelving Unit	1,875	16	7	12	84
Children's Picture Books 36" Aisle DF 45"H Steel Shelving W/ 6 Shelves	3,000	20	9	18	162
Children's Reference 42" Aisle DF 66"H Steel Shelving W/ 8 Shelves	300	8	2	20	40
Children's Spanish Language 42" Aisle DF 66"H Steel Shelving W/ 10 Shelves	3,000	20	5	20	100
Children's Spanish Language Picture Books 36" Aisle SF 45"H Steel Shelving W/ 3 Shelves	1,560	33	6	12	72
DVD DVD Rotor Tower SF 66" Shelving Unit	210	25	1	12	12
Juvenile Audio Book Cassette 36" Aisle SF 66"H Steel Shelving W/ 4 Shelves	188	10	2	12	24
Juvenile Fiction 42" Aisle DF 66"H Steel Shelving W/ 10 Shelves	3,975	13	11	20	220
Juvenile Non-Fiction 42" Aisle DF 66"H Steel Shelving W/ 8 Shelves	8,400	13	27	20	540
Media Kit (Audio Cassette W/ Book) 42" Aisle DF 66"H Steel Shelving W/ 10 Shelves	180	12	1	20	20
New Books (Face Out) 36" Aisle SF 66"H Steel Shelving W/ 4 Shelves	24	1	2	12	24
Parent/Teacher Books 42" Aisle DF 66"H Steel Shelving W/ 10 Shelves	263	8	2	20	40
Video Cassette Video Cassette DF 66" Shelving Unit W/10 Divider Shelvs	210	10	1	20	20
Totals for Book:	**47,965**	**14.1**	**--**	**--**	**3,104**

TYPE

CATEGORY Volume Type Shelving Type	Projected Volumes on Shelf	Volumes/ Linear Foot	SHELVING		TOTAL SqFt
			UNIT QTY	SqFt/ UNIT	

Periodical

ADULT/YOUNG ADULT

	Projected Volumes on Shelf	Volumes/ Linear Foot	UNIT QTY	SqFt/ UNIT	TOTAL SqFt
ADULT/YOUNG ADULT	**95**	**1**	--	--	**152**
Current Magazines 36" Aisle SF 66"H Magazine Display Shelving W/ 3 Shelvs	60	1	7	12	84
Current Newspapers 36" Aisle SF 66"H Newspaper Display Shelving W/ 3 Shelv	5	1	1	12	12
Young Adult Current Magazines 44" Aisle SF 66"H Magazine Display Shelving W/3 Shelves	30	1	4	14	56
CHILDREN/JUVENILE	**10**	**1**	--	--	**24**
Children's Current Magazines 36" Aisle SF 45"H Magazine Display Shelving W/ 2 Shelvs	10	1	2	12	24
Totals for Periodical:	**105**	**1**	--	--	**176**

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EXTERIOR CONSIDERATIONS

This section deals with the exterior of the library, including general design issues, parking, landscaping, lighting, the book drop, bike racks, the trash area, delivery space, public telephone, flag pole, dedication plaque, exterior finishes and signage.

General Design Issues

The proposed site for the 81st Avenue Branch Library is shared with two small autonomous schools within the OUSD. The schools and library will provide a focal point for this community in East Oakland, a focal point that does not exist currently. While the library's design should have its own identity and vitality, it should be compatible in scale and design with the school facilities being designed separately and the residential community it borders. There should be a strong relationship between the library and schools, with a separate entrance to the library from their campus.

Systems such as landscaping and watering, parking lot design and composition, signage, exterior finishes, and the lighting in the parking lot area should be consistent/compatible with those of the schools.

Parking

The City of Oakland does not have a specific parking requirement for public libraries. This is an urban area, where parking is generally limited. All parking spaces on the entire space will be shared among the schools, library staff and library users. Maximize this shared parking.

Landscaping & Outdoor Seating

Landscaping should be an integral part of the overall site plan, with the purpose of enhancing building design, providing public views and providing screening. Landscape considerations should include visual appearance, parking lot screening, clear sight visibility at driveways and pedestrian connections.

Lighting

Lighting is provided on the exterior of the library and in the parking lot for security, safety and identification. It should be architecturally integrated with the building style, materials and colors. It should be of a human scale. Exterior lighting should be designed so that light is not directed off the site and the light source is shielded downward from direct off-site viewing.

Book Drops

Patrons will be encouraged to return their borrowed materials through return slots located on the exterior of the building. The slots will drop the materials into the internal Delivery/Sorting area for sorting and re-shelving. Three return slots will be provided - for adult, juvenile and audiovisual materials. The slots should be designed so that an RFID (Radio Frequency Identification) scanner can be mounted at the interior of the slots to electronically check in and re-sensitize returned materials. The book drop should have some covering so that it can be used in inclement weather.

Bike Racks

Low profile bike racks should be provided as close to the entrance as possible, in a visible location, with covering for inclement weather. They should accommodate bicycles with heavy-duty locks. If the Code is silent regarding the number of spaces required, provide 20. Some of these may be provided jointly with the schools.

Trash Area

There is no need for a separate trash area for the library; it will share the school's facilities, which will be located directly behind the library building.

Delivery and Service Vehicle Parking Spaces

Delivery should be made through the public entrance; there will not be a separate entrance for staff. The OPL schedules deliveries and pick-ups daily. Delivery drivers will bring bins and bags of materials into the Delivery/Sorting Room on the first floor and will remove bins for delivery to other libraries. A delivery/service vehicle parking space should be identified close to the entrance. This will also be used by service vehicles.

Flag Pole

The Federal, State and County flags are to be flown near the entrance to the library. One or more flagpoles may be used.

Public Telephones

There will be no exterior public telephone for the library. An ADA-compliant telephone will be provided inside the library, near the public entrance.

Plaque

A dedication plaque will be placed at the entrance to the library. The Library will provide specifications. It may be on the exterior or interior of the building depending upon the design.

Exterior Finishes

Exterior wall finishes should be selected for low maintenance, graffiti resistance, permanence and aesthetics. Use of durable, high quality materials such as brick, stone, tile and some forms of concrete are encouraged; materials should be able to withstand climatic changes, especially on the south and west. If used, anti-graffiti coatings should be clear and not affect the basic characteristic of the exterior finish.

Signage

An exterior sign identifying the library should be visible from 81st Avenue. Signage at the entrance should include an "Open/Closed" sign (consider neon) that alerts patrons before they leave their cars.

GENERAL BUILDING REQUIREMENTS

This section covers the general design considerations for the new library, as well as requirements for occupancy by staff and patrons, type and size of collections, flexibility and expandability, staff efficiency, fenestration, space finishes, access for the disabled, acoustics, environmental conditions, illumination, power and communication requirements, security systems, signs, audio-visual systems, visual supervision.

This section also includes a Master List of Furniture and Equipment.

General Design Issues

There are issues of a general nature that inform the library design.

- There should be two entrances – one from the street for the general public, and one from the school campus for students. The student entrance should be inside the gate that secures its campus. Both should be architecturally significant.

- The library should be designed for supervision with minimum staffing level. There should be four service points within the library (adult, teen and children's mobile reference stations, and a stationary service desk associated with the circulation of materials) that will be staffed optionally at various times of the day according to library use. All public spaces should be visible to staff working from the reference stations or from the service desk, with no visually isolated spaces or rooms. The second floor should include only staff spaces, the space designated for District multi-purpose space, and meeting rooms whose use will be controlled and supervised.

- The facility should be designed for maximum accessibility for all library users and provide a warm and welcoming environment, with particular emphasis on making it family friendly. There should be no barriers to use by those with disabilities.

- Economy of space should be a major consideration, providing the most useable interior space possible. Minimize corridors and hallways.

- Sufficient storage and "give-away" display/distribution space should be provided to maintain an uncluttered appearance. The need for storage is often underestimated in library buildings.

- Energy efficiency should be considered in the design of roofs, window placement and specifications, and heating and cooling system. The City of Oakland strongly supports the design of sustainable buildings.

- The design, signage and equipment of the library should facilitate independent use of the library. The library spaces should unfold logically and clearly as one enters.

- Provide display opportunities throughout the first floor of the library, particularly at the two entrances and in the Children's Library. The two partnering schools will display student artwork to the community in the library.

- The City of Oakland supports public arts projects at the level of 1 ½% of the project construction cost. Once the library project is funded, an artist will be selected to work with the architect and integrate an appropriate arts project into the design of the facility.

- This will be a Field-Act compliant building.

- This multi-purpose facility will have two floors. The division of spaces between the floors maximizes the use of the first floor for public space, and includes staff, administrative and other spaces that will be controlled on the second floor. The Staff Workroom, Lounge, Staff Restrooms and Staff Storage/Supply Room are on the second floor. The two public meeting rooms that may be used after hours are also on the second floor, accessible from the lobby area by elevator and stairway. The staff spaces on the second floor will be lockable, so that they cannot be accessed by those using the meeting rooms after the library is closed to the general public. Generally the public meeting spaces will be used under the supervision of a responsible adult—an OUSD teacher—or by a community group. The staff spaces that are included on the first floor are there to augment customer service and are minimal in size. The OUSD multi-purpose space and the Teachers' Resource Room are both on the second floor.

Occupancy by Staff and Patrons

Library occupancy by staff will vary to meet the service needs of patrons. Generally there will be more staff in the hours after school, when there is a rush of students. There will always be at least two staff members in the library when it is open.

Patron occupancy will ebb and flow, depending upon the time of day and activities going on in either the library or its meeting rooms. The most popular browsing materials for adults (new materials, audio-visual materials and Spanish language items) will be near the entrance to facilitate a quick in-and-out visit to the library.

In other areas of the library, while there may be patrons browsing in book stacks or moving from one area of the library to another in the main traffic paths, the occupancy count will be computed by the number of patron seats and technology workstations. In the public meeting rooms, the occupancy will be determined by the number of seats provided. There is seating/workstation seating for a total of 167 patrons. The Community Room seats 100, the Classroom 60 and the two Group Study Rooms 6 each. There are additional seats associated with the special purpose rooms of the library including the Café, Children's 1st Floor Multi-Purpose Room, Story Time & Family Reading Area and the carpeted steps in the Teen Area. The maximum occupancy of patrons would be 428. The maximum staff occupancy would be 14 (Branch Manager, three librarians, four Library Assistants, two Aides and 4 Student Trainees.)

Type and Size of Collection

The proposed collection profile is based upon current use of nearby libraries with similar demographics identified through use statistics (both circulation and turnover) and needs expressed by community members. As part of a large system with shared resources, the 81st Avenue Branch will meet the needs of its local community and also serves as a resource for the larger East Oakland community. It is primarily a popular collection, but also has some depth and breadth to back up the collections of the adjacent "neighborhood" branches. The collection of

books and audio-visual materials at build-out will be 65,000 volumes, the size recommended by the draft Master Plan for Oakland Public Library for a Community Branch.

The collection includes books, magazines and newspapers and audio-visual materials in a number of formats. There are materials for children, teens and adults. There are 5 major collections to be housed in the library; the scope of each is described below.

Marketplace
This is a series of popular, high turnover materials located along the major paths of traffic in the library, near the entrance. Included are the Adult Popular Materials and Adult Periodicals.

Adult Popular Materials
This browsing collection is for adults. Display is of primary importance in this area. It includes new books and "hot topics" for recreational reading, both fiction and non-fiction. Popular paperbacks are also located here, as is the audio-visual collection that includes DVDs, CDs, CD-ROMs, audio book CDs and audio book cassettes. Audio-visual items for children are shelved in the Children's Area. It is anticipated that audiocassettes will be replaced by CDs in the near future. The proposed collection assumes that DVDs will replace videos. If this transition is not complete by the time the library opens, videos can be added. All of these materials are in high demand and have been increased significantly in the proposed library.

Adult Periodicals
This browsing area of the library will display current issues of periodicals and provide shelving for recent past issues. Reference use of periodicals has shifted to electronic resources, so extensive back issues are no longer needed. One community request was for more newspapers to provide a broader perspective on world events. The newspapers will be housed here.

Adult Languages
With an anticipated increase in residents speaking languages other than English the languages collection has been increased. The branch will purchase basic materials in languages and for English language learning. These will be supplemented by rotating collections supplied by the Main Library to provide variety. Literacy and Language Learning materials will also be housed in this area, highlighted to increase visibility and encourage browsing.

Adult Non-Fiction
This area houses the non-fiction books arranged in Dewey order. These materials support the personal growth and development and respond to the personal interests of adults. Special segments such as business materials, careers or test books may be pulled out as separate collections in this area. This is a collection that has been enhanced for the library's role as a community resource.

A small "ready reference" collection will be provided in shelving associated with both the Adult Reference and Children's Desks. These are items used frequently to answer general reference questions and may include books and other formats. The remaining reference materials include dictionaries, encyclopedias, telephone books, career materials and specialized and/or high-demand resources that do not circulate. They will be shelved at the beginning of the adult and

juvenile non-fiction collections. The number of reference books is decreasing as more information and resources become accessible through the Internet or electronic databases.

Adult Fiction
This area houses the general fiction collection as well as fiction genre on 90" shelves. Large Print books will be shelved with the fiction collection, and will be on lower 66" shelving to make them more visible and accessible to those with impaired sight. This is a popular part of the collection and has been maintained at a generous size.

Teen Materials
The Teen Area will house recreational reading for teens—paperbacks, popular fiction and topics, and magazines and CDs. Teens will use the adult and children's collections for research and homework assignments. Enhancing service to teens is one of the library service goals for the 81st Avenue Branch Library. This collection has been expanded, as has the space available for teens in the library.

Children's and Preschool Materials

Children's - Preschool
The children's collection includes materials for two age levels. One is the toddler and preschool group who use picture books and board books. They will be housed in 45" shelving for easy access by young children. This is one of the most popular segments of the entire library collection and has been considerably increased.

Children – Older
The collection for older children includes general fiction and non-fiction books, older "easy readers", paperbacks, audio-visual items, juvenile periodicals, and materials in languages other than English for young readers. They will be on 66" shelving. The children's non-fiction collection has been greatly increased to support the information literacy classes of the joint venture, which is expected to increase demand for homework materials and circulation dramatically.

Collection and seating information is provided in Chapter 2 of this document. The *Allocation of the Library Collections* shows collection segments, with collection sizes, the percent of the collection expected to be in circulation at any one time, the number of items for which shelving should be provided and the volumes per linear foot of shelving for each collection type.

Shelving the Library's Collections indicates the shelving type for each collection segment, with the number of shelving units needed, the conversion of shelving unit to square feet and the total square feet needed for shelving each segment. The total square feet needed is based upon providing shelving units with a minimum of 42" aisles. The number of volumes per linear foot of shelving allows for each shelf to be approximately 75% full.

Shelving will be a mix of heights: 45", 66" and 90", according to the materials and the age of the users of various collection segments. Specialized shelving is provided for magazines (slant-top display with a storage shelf underneath) and audio-visual materials (a combination of media roto-towers and free-standing flip file browsers). Paperbacks will be on roto-towers. All shelving will be within standard shelving frames, including the roto-towers. With the exception of magazine and reference shelving (12" deep) most shelving will be 10" in depth.

Display of library materials is a priority. Face-out display of new books will be provided in the browsing area for adults. Slant wall end panels should be provided for displays within the stacks areas for children, teens and adults.

The requirements below apply to all spaces, unless otherwise specified in the individual space descriptions. Requirements specific to a particular space will be included in the space descriptions section.

Flexibility and Expandability

There are likely to be changes in the demographics of the community and its service needs, information formats, and technologies. The building design should allow for as much flexibility of use as possible, to respond to these changes. Specifically, provide:

- Standard shelving for which a variety of shelves can be used.
- Freestanding furniture rather than built-in counters to allow reallocation of space or re-arrangement of furniture and equipment. Modular furniture should be provided in the workroom.
- If the reading rooms are carpeted, provide carpeting beneath the shelving units so that they may be moved if necessary.
- Extensive data and electrical throughout the public areas, including the meeting room and table and lounge seating areas for future technology expansion.
- Define spaces within the library for various functions and age groups through design elements, minimizing walls that will reduce future flexibility in the use of space.
- Minimize building columns for interior flexibility of use; bay spacing should be as large as budget allows.
- Floor loading of 150 pounds live load per square foot throughout, so that any part of the library could be used for shelving of collections.

Consider the possibility of expanding on the site to avoid eliminating future expansion options.

Staff Efficiency

Efficiency of staff operations is a major design consideration. A new modern library will draw considerable patronage, including students from the two schools that share a campus with the library. Staff time should be well utilized, using technology for routine tasks. Technology should be integrated to ease workloads and simplify processes; each staff member should have easy access to a computer.

Designing to incorporate a streamlined materials check out and return system is important, including book return slots that empty directly into a Sorting/Delivery Room where RFID equipment checks in and re-sensitizes materials electronically.

The library should be designed for supervision by the minimal number of staff.

The independent use of the library should be facilitated. Upon entering the library, patrons should be able to see its layout. Self-service equipment, such as self-check machines, self-return slots, minimal but effective signage and copy centers should encourage the use of the library without staff mediation. This will have a positive impact on staff workloads, freeing them to work with patrons on more complex reference and circulation transactions and readers' advisory tasks.

Ergonomics should be a consideration in the design of all staff workstations to minimize the risk of repetitive stress injuries. Anti-fatigue mats should be provided for any workstations that are standing height. Equipment should be located to facilitate its use without wasted motion. Shelving and storage should be sufficient to keep work areas clear and tidy. The staff workroom workstations should have enough space to accommodate both the equipment needed and a book truck to hold the work in progress. The service desk should be designed to accommodate necessary equipment and also provide unobstructed space for interactions with patrons.

A new efficiency is introduced in this library. Librarians will have both a mobile reference station, and a small office in the adult, teen and children's area. This will allow staff to visually supervise the areas from the offices move to the mobile reference stations according to patron use and need. This will be a much more fluid staffing of the public area, and should provide both better customer service and more efficient use of time, as the librarians self-select their work locations. When at the mobile reference stations the librarians will have wireless phone and tablets or hand-held devices for accessing the on-line catalog in the stacks with patrons.

Energy Efficiency

This should be an energy efficient building. Consider the conservation of energy in the following ways:
- Orientation of the building and orientation of spaces within the building to take advantage of daylight; if possible provide shelving that is perpendicular to windows to allow light penetration
- Materials used for construction
- Placement, screening and coating of windows
- Selection of a highly energy efficient mechanical system
- Selection of light fixtures and zoning of light control
- Occupancy sensors in rooms not continuously occupied
- Providing a vestibule at the entrance to keep the library clean, reduce the impact of outdoor weather on the conditions inside, and as a "quieting" area for those entering
- Use of plenum flooring

Fenestration

Windows should be carefully positioned to maximize the use of controlled natural light and provide views to the exterior while minimizing glazing overall because of energy efficiency. Where a view is not needed, consider clerestory windows to increase light penetration. Natural light should be controlled to avoid exposing library materials and furnishings to direct light or limiting the wall shelving capacity. North light is most desirable.

To maximize the use of "daylight", use a high performance glazing system of insulated glass with a low-e-rating to reduce radiant heat on the interior of the building. Book stacks should be oriented as much as possible perpendicular to windows, to allow optimum light penetration.

The use of dual-pane glazing will help reduce the sound from the outside and contributes to energy efficiency. Window shades should be provided to control natural light. Blackout shades will be needed in the Community Room, Children's 1st Floor Multi-Purpose Room, Classroom and Computer Lab for audiovisual presentations.

Controlled natural light is desirable throughout the library, but is particularly important in the following library spaces:

- Public lounge and table seating areas. Patrons may enjoy a view to the exterior of the library while relaxing or studying.
- Staff Workroom and Staff Lounge-staff will thrive in natural light.
- Marketplace (browsing area). This is an area with high visibility and high traffic; natural lighting will facilitate the use of the materials.
- Teen Area. Teens like to be in the midst of the action; a view to the exterior will connect them to both inside and outside activities.
- Preschool Area. This should be a cheery area, one for children and families. Natural light will enhance that feel of warmth and welcome.

Space Finishes

The primary considerations in the selection of all finishes should be their demonstrated durability, ease of maintenance, attractiveness, enhancement of acoustics, and their resistance to graffiti.

Flooring will be predominantly carpeting in the public area, which will assist in noise reduction. Carpeting should be high-grade and stain-resistant. It should be anti-static carpet tile or heavy weight commercial anti-static carpet with enhanced backing and no carpet pad. The color should be coordinated with the interior design; a fleck or mix of colors should be considered to mask stains. Where there are seams or where carpeting joins other floor coverings, attention should be paid to finish and stripping that will avoid fraying. Special or contrasting carpeting may be used to articulate a story telling space in the Children's Area. Consider carpet tiles for their easy replacement of worn segments.

Flooring for the Community Room and Classroom should consider both acoustics and the fact that there may be craft activities in this room that could result in stains.

For high traffic areas such as the entrances and service desk, and the main path of travel through the library, consider hard flooring or carpet tiles than can be easily replaced when worn. Slip resistance is important in the selection of this flooring. Other non-carpeted hard flooring areas might include the Workroom, Staff Lounge, storage rooms, and utility rooms (Telecommunications, Electrical, Mechanical, Custodial).

Wall finishes should be easy to maintain. Semi-gloss paint should be used in areas expecting heavy use. Where acoustics are a primary concern, tackable acoustical wall panels should be considered. Vinyl wall coverings can be used in high-wear areas to facilitate cleaning.

Ceiling panels should be light in color to increase the light in the library, and should be selected for their acoustical and aesthetic qualities.

Countertops are subject to abuse; wood is not a suitable counter material. Plastic laminate, cultured stone or natural stone are acceptable materials; a granite counter may be used for transaction counters. Plastic laminate should be edged in wood to discourage chipping or peeling.

Access for the Disabled

The library will be fully compliant with requirements of the Americans with Disabilities Act (ADA) of 1990 and any legislation that updates it. This will impact the height of periodical shelving, the arrangement of shelves, the configuration of the service and reference desks and the selection of furniture, as well as other design issues. Some of the current requirements are listed below. Any revisions should be included in the design. With over 28% of local residents reporting a disability on the 2000 Census, the population with disabilities is significant. Err on the side of too much accommodation because of the large disabled community served. Specifically:

- Side aisles that run parallel to stacks will not be longer than 21 feet (7 sections) without a cross aisle.
- Both side and range aisles in book stacks must be at least 36" wide; 42" is preferred.
- Main aisles must be a minimum of 44" wide.
- End aisles that serve a single faced section of book stacks and run perpendicular to side aisles will be a minimum of 36" wide; 42" is preferred. If the side aisles are 36", the end aisles will be 44".
- If an accessible aisle is less than 60" wide, turning and passing spaces of 60"x60" must be located at any obstruction and at reasonable intervals not exceeding 200'.
- A minimum of 5% and no less than one of all fixed or built-in seating, tables, counters and carrels will meet accessibility requirements. A minimum of 30" wide x 48" deep clear floor space will be provided with at least one unobstructed side of the floor space adjoining an accessible route or another clear floor space. If an adjustable surface is not provided, the knee space must be at least 27" high, 30" wide and 19" deep. The top of the table, carrel or counter shall be from 28" to 34" above the finished floor.
- Audible and visual emergency alarms are required.
- Doorways must be a minimum of 36", with 32" of clearance. Interior doors can require no more than 5 pounds of force to operate, with hardware no more than 48" above the floor. Thresholds cannot exceed ½ inch in height.
- Signage will be ADA-compliant.
- Browsing periodical shelving will not exceed three shelves.
- The Service Desk must have at least one accessible workstation, 28"-34" in height for at least 36".
- At least one self-check out station will be accessible, at a height of 28"-34" and with a knee clearance of at least 19".
- The staff restrooms will each be ADA-compliant.
- One accessible compartment will be provided for each gender in the Public Restrooms, equipped with an automatic closing device. Opening hardware, toilets, sinks and faucets and other restroom fixtures must be ADA-compliant.

Acoustics

The library provides spaces for a variety of tasks, including interactions (service desks), use of equipment (copy centers and banks of computers), group interaction (children's story time and family reading area, teen area), and quiet reading and studying at tables and chairs. Acoustical buffering is needed to allow simultaneous use of the library for all these functions. Utilize noise-reducing flooring, wall finishes and ceiling materials. Durable flooring is needed in high-traffic areas, but consider alternatives to the traditional ceramic tiles, which are noisy. Special acoustical treatment will be needed in the following areas:

- Quiet Reading Area---off the primary traffic paths, this alcove "living room" should be buffered from the general noise of the library activities.

- Copy Center—equipment noise should be dampened.
- Community Room—utilize wall, ceiling and floor materials that allow people throughout the room to hear the words of speakers clearly.
- Classroom—this room will be dividable into two smaller rooms; the separating "wall" should allow comfortable simultaneous use of both without sound overlap.
- Story Time/Family Reading Area—this is an area for reading aloud and sharing books. It should be buffered as much as possible so that children and families can read in normal voices without interfering with others in the Children's Room.
- Computer Workstations—banks of computer workstations produce equipment noise as well as conversation during instruction. These areas should be buffered so that others in the library are not disturbed by the keyboard and printer use.
- Public Service Desks—with the mobile reference stations, the only stationary service desk will be for circulation. The functions at this desk requires interaction between the staff and public and should have a degree of privacy. Provide some sound buffering so that conversations are not heard throughout the library.
- Teen Area—this is meant to be an informal gathering place for teens and invites conversation. This area should have a high degree of acoustic isolation to allow teens to be comfortable without disturbing other patrons. If appropriate, consider decorative ceiling baffles to both deaden sound and articulate the space.

Provide noise and vibration control for mechanical and electrical systems. Locate this equipment away from areas requiring low background noise levels.

Environmental Conditions (HVAC)

The mechanical system should be selected on the basis of energy efficiency, low-maintenance record and longevity. Consider:
- A central system with multi-zone capabilities to control areas of the building independently. Controls should be secured so that only staff may access them.
- Vents located to avoid drafts on occupants.
- Ductwork baffled to prevent unacceptable noise level.
- The Telecommunications Room should have its own small unit that operates continually and maintains a constant temperature of 70 degrees.
- Consider utilizing a Variable-Air-Volume system for energy efficiency.
- Consider utilizing the Floor Plenum System for energy efficiency and flexibility.
- If the equipment is roof-mounted, match the fan capacity as closely as possible to the cooling load to minimize the use of electrical power. To reduce energy spent in cooling the outside air, the roof should have a light reflective color. If equipment is screened, use screens that allow air breezes to permeate.
- Maintenance of temperature between 68 and 72 degrees during heating and 72 to 78 degrees during cooling. with a relative humidity of 40-60% for comfort.
- Provide ventilation with adequate air exchanges to maintain a healthy environment. Provide an adequate supply of exhaust and intake air in restrooms to protect health and provide comfort, with a minimum of 12 air exchanges per hour.

Illumination

Lighting is a major component in the comfortable use of the library by patrons and staff. It can enhance productivity and create an inviting atmosphere. The two primary goals of the lighting strategy are to provide comfortable lighting levels appropriate to the tasks being done in each area of the library, and to provide this in an energy efficient manner. Consider:

- Maximizing the use of day lighting.
- Providing light colored surfaces, particularly in the stacks areas.
- Use of lower ambient lighting augmented with task lighting
- Lighting system controls that respond to light levels, adjusting light accordingly. Lighting should be uniform throughout the public spaces during both daylight and night hours. Controls should be provided for general dimming or so that lights can be turned off when natural lighting is available.
- Coordination of lighting fixtures with shelving and furniture to insure appropriate illumination.
- Light fixtures attached to shelving units to provide adequate light on the lowest shelves economically.
- Zoned lighting for potential energy savings. The Community Room should have separate lighting. A master lighting control unit for the entire facility should be provided at the service desk.
- Fixtures that accommodate long-lasting, readily available and inexpensive replacement bulbs. Minimize the types of lighting fixtures used. Consider the use of white fluorescent lamps with electronic ballasts, and avoid the use of incandescent lights.
- Indirect lighting, especially to reduce glare at computer stations. Visual comfort (lack of glare) is supported with a 10:3:1 brightness ratio; if the brightness of the reading task is 100%, the brightness of the immediate surroundings should be 30% of that level, and the brightness of the general area should be 10% of that brightness.
- Fixture locations that allow for easy maintenance and lamp replacement.
- Night lighting (after hours) and emergency lighting are separate from general lighting.
- Continuously dimming electronic ballasts in fixtures close to a daylight source; provide a separate circuit from other fixtures.

General illumination requirements for various tasks are:
- Table seating:
  30-50 foot candles at table top level. This may be a combination of ambient and task lighting.
- Shelving:
  Lighting should be evenly distributed in the book stack area from one end of a range to the other, with no glare or shadows. The lighting level should be a minimum of 6 foot candles measured vertically on the face of the book spine at 12" above the floor, and a maximum of 35 foot candles at any height.
- Computer Areas:
  Provide high quality, non-glare lighting with a minimum of 30-40 foot candles on the workstation surface.
- General Lighting:
  15-20 foot candles, with special lighting at 50 foot candles for display cases or directories. Signage for the service desk(s) should be illuminated to a higher degree than the ambient level. Display shelving should also be highlighted. General ambient lighting may be at 30-40 foot candles in other areas of the library not specifically described.
- Restrooms:
  Restroom areas should be well-illuminated for security and identification on the exterior. Motion sensors can be used on the interior.
- Staff Workstations Both in Staff and Public Areas:
  40-50 foot candles of ambient light with additional non-glare task lighting up to 75 foot candles over workstations.

Power and Data Communication Requirements

Technologies will undoubtedly change in the future. The goal for this facility is to provide a robust telecommunications system now and the infrastructure to accommodate new technologies; flexibility is the most important issue.

Cabling
Fiber optic cable would provide the maximum flexibility and expandability for technology. It is not clear at this point whether optical fiber will be available to the site before construction has started. Conduits should be provided that could accommodate optical fiber in the future.

Extensive data and electrical outlets should be provided throughout the public areas of the library, including the meeting rooms and carrel/lounge/table seating areas for future technology expansion.

All voice, data and electrical wiring should be Category 5-E throughout the building and terminate in the Telecommunications Room.   Floor monuments should be flush mount, with mounting plates.

Workstations
All staff workstations should have a standard quad communications outlet (two voice jacks, two data jacks) and a quad electrical outlet. Public workstations should have the same, with the exception of the Computer Lab that will have two data jacks and a duplex power outlet for each public workstation. On the following pages, when a computer is indicated for a space, it includes peripherals as well-monitors and keyboards. Data and electrical should be provided to carrels, tables and groups of seating as well. Public access computers will be multi-functional; staff will be able to dedicate particular workstations to a single function when needed.

Public computer workstations will be clustered in banks in various areas of the library for ease of access—Adult Area, Children's Library, Teen Area, Café, and Computer Lab. An additional special purpose computer will be in each of the two Group Study Rooms. Laptops will be available for use in any of the meeting rooms.

Wireless Technology
Provide for wireless connectivity in all major library spaces, both staff and public. Wireless capacity in the Community Room and Classroom, for example, will allow them to be used as additional computer training areas. Although there are not currently many residents with their own personal equipment, this may change in the future.

Telecommunications Room
The Telecommunications Room will house the telephone system, the library's computer network, the public address equipment, the access control system, and the intrusion alarm system. It should be located so that the end run to any data drop does not exceed 275 feet. This room should have its own A/C unit to keep a uniform temperature 24 hours a day. There should be no A/C units, condensate lines, water heaters or any type of water lines other than those required by code placed above this room. It should have dedicated electrical outlets and a dry pipe fire suppression system.

Miscellaneous
Convenience outlets should be provided for vacuum cleaners and other equipment throughout the library. These should be easily accessible and not within bookcases, requiring the removal of books for use.

Wire Management
Technology and furniture planning should be coordinated from the beginning of design. There should be no exposed wires associated with any public or staff workstations. Wire Management should be incorporated into furniture, with accessible interface.

Security Systems and Visual Supervision
Security for patrons and staff, materials and the library facility will be provided to insure safety and to protect from vandalism, theft and fire.

Patron and Staff Security
The library will have two entries-one for the general public and one for students. Both will be visible from the Service Desk. The entire public space will be visible from one or more service desk, and staff at service desks should be able to see each other. (While the reference stations are moveable, provide a "home" for each that provides the visibility described above). Visual obstructions must be minimized so that the public area is always monitored. Lines of sight should be taken into consideration in the placement of shelves, the determination of their height, and the arrangement of seating. Separate rooms will have partial glass walls to allow visual supervision (Study/Tutoring, Study/Special Services, Children's 1st Floor Multi-Purpose Room, Computer Lab). Any rooms on the second floor will be controlled spaces. Patrons will not be able to access the second floor directly without staff assistance. The public restroom will be visible from the service desk.

A public address system will facilitate announcements in case of emergency.

Exterior lighting will provide a well-lit path to parking in the evenings.

Materials Security
A *Libramation* materials security system should be provided to prevent the theft of materials. Three security panels are to be installed at the main entrance, providing two aisles for entry and exit. The School Entrance should have only two gates and one aisle. This will be an RFID based system.

Facility Security
Provide a security/intrusion entry alarm system that includes all perimeter doors, windows and roof hatches. Intrusion alarm outline specifications will be provided by the City. The security system should be zoned, providing for the de-activation of the alarm system in the area that includes the second floor meeting rooms and restrooms for use after the library is closed. A motorized security grill or sliding gate will secure the rest of the library. The primary alarm keypad should be provided at the public entrance.

The building should include a fire alarm system with sprinklers.

To control access to the library, incorporate the Locnetics key/keypad access control system into the design of the facility, integrated with the intrusion alarm system.

Patrons will sort and return materials into slots from the exterior of the building into the Delivery/Sorting Room. To protect the library from potential vandalism, the area in the workroom that contains the book and audiovisual return bins will be in an alcove; any fire will activate fire-retardant sliding door to seal the alcove and control the fire.

Signs

Signage should be considered an integral part of the library design. Signage should be visible, with good contrast for readability. Use universal signs as much as practicable. Consider where signage in Spanish will be most useful. Each room should have a room identification number, to be assigned by the library.

Provide an Open/Closed sign at the Public Entrance, visible from the street and parking area, preferably neon.

The purpose of interior signage is to visually reinforce the layout of the library to facilitate access to materials and services. Large areas within the library should have identification signs, with terms provided by the Library. The number of area signs, their location and whether they are wall-mounted or ceiling-hung will be dependent partly upon the organization of spaces and the design of the facility. They must be at least 80" high when suspended over a path of travel and must have characters and numbers appropriately sized for the viewing distance, but no less than 3" in height. Room identification signage must be wall-mounted on the latch side of the door or entrance 60" above finished floor and be 1/32" raised upper case sans serif type characters accompanied by Grade II Braille.

Signage color may be designated by the architect as part of the interior design.

Required signage for restrooms include a door-mounted geometric identification symbol to identify Men's and Women's Restrooms, with no pictogram or letters at 60" above the floor, centered on the door, in a color that contrasts with the door. The universal pictogram, universal sign of accessibility, and a description of the room (Men, Women, Unisex) must be wall-mounted 60" above the finished floor adjacent to the latch side of the door. Characters on this sign must be 1/32" raised upper case sans serif type accompanied by Grade II Braille.

Stack end-panels will have sign holders with window inserts for changeable texts created at the branch using PCs. This allows for shifting collections. Within shelving sections, some segments of the collection will be identified through shelf-mounted signs.

Provide for a directory of the library in the lobby that identifies all public spaces.

Fire and life safety lighted exit signs are required.

Audiovisual Systems

Audio-Visual systems enhance service in several areas of the library. These include:

- A zoned overhead public address system for voice paging, operational throughout the library
- Cable TV in the Staff Lounge, the Community Room, Children's 1st Floor Multi-Purpose Room, Classroom, Story Time & Family Reading Area and the Computer Lab
- TV/VCRs or DVD player in one of the Group Study Rooms for in-house use of language learning videos and preview of audio-visual materials
- Computers in the Children's Library Teen Services and Adult Browsing Area (associated with the audio-visual materials) with the capacity to play DVDs and CDs with headphones.

The Computer Lab has 30 PC workstations and two computers for media post-production work supplied by the District and based on District standards. It will be equipped with:
- A recessed motorized projection screen that can be used with a portable audio-visual/data projector for presentations. Classes will be provided for seniors, families and students.
- Cable TV for use with classes.

The Community Room will be used for many functions and should be provided with the most comprehensive capabilities. These include:
- A ceiling-mounted projector and recessed motorized projection screen that can be used for audio-visual or data presentations. While this is not currently a computer training room, this infrastructure will make it possible for community groups to do PowerPoint and audio-visual presentations.
- The capacity to serve as a videoconferencing site, providing space for portable cameras and microphones.
- A large screen TV that can be used for presentations and programs.

The Children's 1st Floor Multi-Purpose room and Classroom will also have recessed motorized projection screens to be used in conjunction with portable AV/data projections equipment.

A Master List of Furniture, Equipment and Shelving follows.

MASTER LIST OF FURNITURE, EQUIPMENT AND SHELVING

Furniture and Equipment	UNIT QTY
Inventory Items:	
ADA Alternate Keyboard	1
ADA Alternate Mouse/ Trackball	1
ADA Reading Machine	1
ADA Screen Magnifier Attachment	1
Atlas Case	1
AV Bin, Depressible	2
AV/Technology Equipment Cart, Large	1
Bench (3 Person)	5
Bench, Child's (3 Person)	10
Book Truck	11
Bulletin Board	3
Cabinets, Above Counter M	4
Cabinets, Above Counter (Lockable) M	4
Cabinets, Below Counter M	8
Cabinets, Below Counter (Lockable) M	6
Carpeted Step Seating	1
Carrel, Reader's Wood	3
Carrel, Reader's Wood	4
Case, In-Wall Display M	4
Cash Register	1
CD Player/Recorder/Duplicator	1
Chair, Café	14
Chair, Child's	4
Chair, Group Study	12
Chair, Juvenile	24
Chair, Juvenile Lounge	2
Chair, Lounge	24
Chair, Meeting Room - Stacking	160
Chair, Reader's	81
Chair, Task	18
Chair, Technology Workstation	60
Chair, Visitor's	2
Chair, Visitor's	2
Cleaning Cart	1

Furniture and Equipment		UNIT	QTY

Inventory Items:

		UNIT	QTY
Clock			18
Coat & Hat Rack			1
Coffee Counter, Fully Equipped			1
Coffee Maker/Urn			2
Computer, Public Desktop			62
Computer, Staff Desktop			10
Computer, Staff Portable			18
Copier, B&W Freestanding			1
Copier, Color Freestanding			1
Counter (8') With Cabinets Above And Below For Supplies	M		3
Counter (8') With Cabinets Below For Supplies	M		2
Counter, High	M		3
Counter-8', Behind Circulation Desk, W/ Cabinets Below	M		1
Delivery Counter With Cabinets Below	M		1
Desk, Clerical			1
Desk, Instructor's			1
Dictionary Stand			1
Directory			2
Dolly, Chair			8
Dolly, Table			4
DVD Player			1
DVD Player/ Recorder			1
End Panel Shelf For OPAC PC			2
FAX Machine, Desktop			1
File Cabinet, Lateral (Three Drawer))			1
Headphone, AV			12
Hot Water Urn			1
Ladder, Extension			1
Lamp, Table			5
Laptop Cart			1
Laser Pointer			1
Mat, Anti-fatigue			1
Meeting Room Gathering Area			1
Microphone, Floor			1
Microphone, Lavaliere			1
Microphone, Table			1
Microwave Oven			2
Mirror, With Shelf			6
Mobile Reference Station			2

Furniture and Equipment		UNIT QTY
Inventory Items:		
Mop Bucket		1
Network Modem		1
Paper Cutter		1
Plaque, Dedication		1
Preparation Counter	M	1
Print Management Equipment		6
Print Manager Counter With Cabinets Below	M	6
Printer, Laser (B&W)		15
Printer, Laser (Color)		2
Projection Screen, Motorized Ceiling		4
Projector, Ceiling Mounted		1
Projector, Overhead		1
Projector, Portable AV & Computer LCD/DLP		1
Puppet Theater		1
Puppet Tree		1
Rack, Computer / Communications Equipment		1
Rack, Literature Display Handout		4
Recycling Bin		3
Reference Podium	M	1
Refrigerator		2
RFID Circulation Desk Equipment		3
Router/Switch		4
Security System Gates, Inventory Control		2
Self Check-Out Counter		4
Self Check-Out Machine		4
Server, Desktop / Rack Mount		1
Shelving, SF 45"h Steel W/ 3 Shelves		2
Shelving, SF 66"h Steel W/ 5 Shelves		11
Shelving, SF 90"h Steel W/ 7 Shelves		17
Sign, Announcement		2
Stool		19
Stool, Kick-Step		4
Stove Top & Oven, Electric		1
Stroller Parking		10
Study Counter	M	1
Study Counter	M	1